

Pocalla Springs Elementary

2060 Bethel Church Rd.

Sumter, SC 29154

Grades	PK-5 Elementary School	
Enrollment	847 Students	
Principal	Lucille S. McQuilla	803-481-5800
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	James Griffin	803-481-2147

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	57	22	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Good	N/A
2003	Good	Below Average	No
2004	Average	Unsatisfactory	No
2005	Average	Below Average	Yes

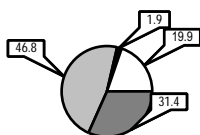
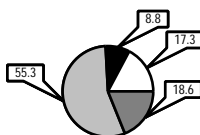
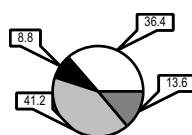
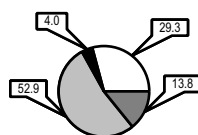
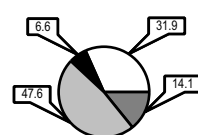
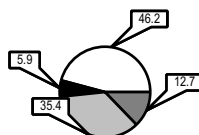
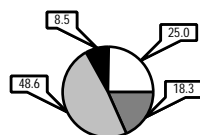
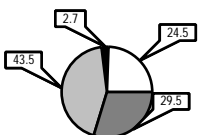
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	411	99.3	19.9	46.8	31.4	1.9	47.1	Yes	Yes
Gender									
Male	199	100.0	25.7	49.2	24.6	0.5	41.5		
Female	212	98.6	14.5	44.6	37.8	3.1	52.3		
Racial/Ethnic Group									
White	245	99.6	15.7	47.8	33.9	2.6	51.7	Yes	Yes
African American	149	98.7	24.1	46.6	28.6	0.8	42.1	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	350	99.1	15.0	48.0	34.9	2.2	53.0		
Disabled	61	100.0	49.1	40.0	10.9	0.0	12.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	411	99.3	19.9	46.8	31.4	1.9	47.1		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	404	99.3	19.4	47.0	31.7	1.9	47.3		
Socio-Economic Status									
Subsidized meals	275	98.9	22.5	48.2	27.7	1.6	42.2	Yes	Yes
Full-pay meals	136	100.0	15.0	44.1	38.6	2.4	56.7		

Mathematics – State Performance Objective = 36.7%									
All Students	411	99.3	17.3	55.3	18.6	8.8	48.9	Yes	Yes
Gender									
Male	199	100.0	19.1	57.9	14.8	8.2	45.4		
Female	212	98.6	15.5	52.8	22.3	9.3	52.3		
Racial/Ethnic Group									
White	245	99.6	10.9	55.2	21.7	12.2	58.3	Yes	Yes
African American	149	98.7	25.6	56.4	14.3	3.8	33.8	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	350	99.1	12.8	56.7	20.2	10.3	53.9		
Disabled	61	100.0	43.6	47.3	9.1	0.0	20.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	411	99.3	17.3	55.3	18.6	8.8	48.9		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	404	99.3	16.4	55.9	18.8	8.9	49.5		
Socio-Economic Status									
Subsidized meals	275	98.9	19.3	59.0	15.7	6.0	41.0	Yes	Yes
Full-pay meals	136	100.0	13.4	48.0	24.4	14.2	64.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	411	99.3	36.4	41.2	13.6	8.8	22.3
Gender							
Male	199	100.0	38.8	35.5	14.8	10.9	25.7
Female	212	98.6	34.2	46.6	12.4	6.7	19.2
Racial/Ethnic Group							
White	245	99.6	28.3	43.0	17.8	10.9	28.7
African American	149	98.7	48.1	39.1	7.5	5.3	12.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	350	99.1	31.2	43.3	15.6	10.0	25.5
Disabled	61	100.0	67.3	29.1	1.8	1.8	3.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	411	99.3	36.4	41.2	13.6	8.8	22.3
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	404	99.3	35.8	41.7	13.7	8.9	22.6
Socio-Economic Status							
Subsidized meals	275	98.9	42.2	43.4	10.4	4.0	14.5
Full-pay meals	136	100.0	25.2	37.0	19.7	18.1	37.8

Social Studies							
All Students	411	99.0	29.1	53.1	13.9	4.0	17.9
Gender							
Male	199	100.0	30.6	52.5	11.5	5.5	16.9
Female	212	98.1	27.6	53.6	16.1	2.6	18.8
Racial/Ethnic Group							
White	245	99.2	24.5	51.1	18.3	6.1	24.5
African American	149	98.7	35.3	57.9	6.0	0.8	6.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	350	98.9	24.1	55.3	15.9	4.7	20.6
Disabled	61	100.0	58.2	40.0	1.8	0.0	1.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	411	99.0	29.1	53.1	13.9	4.0	17.9
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	404	99.0	28.8	53.1	14.0	4.0	18.1
Socio-Economic Status							
Subsidized meals	275	98.6	33.9	53.2	11.3	1.6	12.9
Full-pay meals	136	100.0	19.7	52.8	18.9	8.7	27.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	143	99.3	25.5	39.4	31.4	3.6	35.0
	4	137	100.0	18.4	45.6	35.3	0.7	36.0
	5	138	99.3	26.9	56.0	17.2	N/A	17.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	137	98.5	12.2	39.8	43.1	4.9	48.0
	4	141	100.0	26.9	49.2	23.1	0.8	23.8
	5	133	99.3	20.3	51.2	28.5	0.0	28.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	143	100.0	23.2	62.3	12.3	2.2	14.5
	4	137	100.0	14.0	46.3	26.5	13.2	39.7
	5	138	100.0	28.9	45.9	17.8	7.4	25.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	137	98.5	12.2	67.5	14.6	5.7	20.3
	4	141	100.0	23.1	48.5	23.1	5.4	28.5
	5	133	99.3	16.3	50.4	17.9	15.4	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	137	98.5	29.3	55.3	13.0	2.4	15.4
	4	141	100.0	50.8	34.6	10.0	4.6	14.6
	5	133	99.3	28.5	34.1	17.9	19.5	37.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	137	97.8	23.0	59.0	15.6	2.5	18.0
	4	141	100.0	30.0	53.8	13.1	3.1	16.2
	5	133	99.3	34.1	46.3	13.0	6.5	19.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 847)				
First graders who attended full-day kindergarten	100.0%	Up from 97.6%	100.0%	100.0%
Retention rate	3.1%	Down from 5.2%	3.5%	3.0%
Attendance rate	96.1%	Up from 95.6%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%	Up from 3.4%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%	Up from 3.4%	3.6%	3.2%
Eligible for gifted and talented	9.0%	Down from 11.9%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.2%	Down from 7.8%	9.3%	8.2%
Older than usual for grade	2.0%	Down from 3.0%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	25.5%	Up from 24.5%	48.1%	52.6%
Continuing contract teachers	90.2%	Up from 85.7%	84.3%	83.3%
Highly qualified teachers	93.6%	Up from 93.3%	94.2%	93.5%
Teachers with emergency or provisional certificates	6.7%	Up from 4.4%	0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 85.7%	86.2%	87.0%
Teacher attendance rate	97.0%	Up from 94.9%	94.8%	95.0%
Average teacher salary	\$36,010	Up 1.3%	\$40,898	\$41,703
Prof. development days/teacher	17.0 days	Up from 12.0 days	13.4 days	12.8 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 20.3 to 1	18.5 to 1	18.8 to 1
Prime instructional time	92.2%	Up from 89.5%	89.4%	89.8%
Dollars spent per pupil*	\$4,733	Down 6.6%	\$6,238	\$6,242
Percent of expenditures for teacher salaries*	58.3%	Up from 57.2%	64.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pocalla Springs Elementary School, the largest elementary school in Sumter County, is located in a growing rural, industrial area in the southeastern section of Sumter County. Pocalla Springs serves approximately 914 students in pre-kindergarten through fifth grade.

Pocalla Springs has high standards when it comes to academics and behavior. Our goal is to provide the highest academic and social achievement for each child in a safe and orderly environment. The faculty of Pocalla Springs Elementary School infuses technology in core subject areas, uses differential instruction, and standards-based unit plans. The faculty and staff of Pocalla Springs Elementary School collaborates with parents and community representatives to develop a shared vision and goals for the 2005-2006 school year. In an effort to meet the challenges of NCLB (No Child Left Behind) legislation, Pocalla Springs has developed a five-year instructional plan to meet the needs of the students and to provide the necessary research-based staff development for the faculty and staff. In order to develop a plan for our school, the instructional leadership team and community members have analyzed parent, student, and teacher surveys, along with the most recent test data and state standards.

The three primary goals of Pocalla Springs Elementary School are to improve student achievement in core curriculum areas; to increase parental involvement and thereby increase student attendance; and to continue ongoing staff development for the faculty and staff.

Our PACT (Palmetto Achievement Challenge Test) test results continue to show improvement. Pocalla Springs will continue to work to ensure that students in each subgroup reach proficient and advanced on the state test.

Lucille S. McQuilla, Principal
Nigel Lee, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	113	51
Percent satisfied with learning environment	100.0%	94.6%	90.2%
Percent satisfied with social and physical environment	100.0%	90.9%	78.4%
Percent satisfied with school-home relations	75.5%	91.9%	76.0%

*Only students at the highest elementary school grade level at this school and their parents were included.